

James J Davis Elementary

364 Keans Neck Road
Seabrook, South Carolina 29440

| | | |
|-----------------------|---|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 389 Students | |
| Principal | Larkin Hancock Jr. | 843-466-3600 |
| Superintendent | Dr. Phillip J. McDaniel, Interim Superintendent | 843-322-2300 |
| Board Chair | Dale Friedman | 843-322-2356 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 8 | 17 | 68 | 37 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Unsatisfactory | Yes |
| 2005 | Average | Below Average | Yes |
| 2006 | Below Average | Unsatisfactory | Yes |

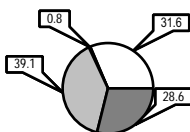
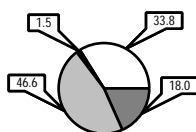
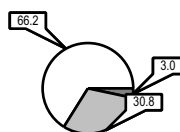
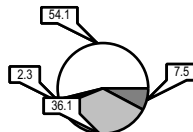
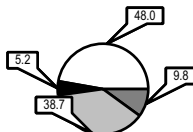
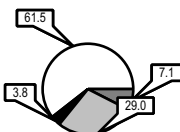
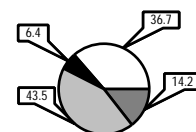
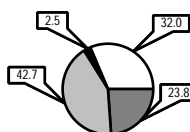
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 142 | 97.2 | 31.0 | 39.5 | 28.7 | 0.8 | 41.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 71 | 94.4 | 38.7 | 41.9 | 19.4 | 0.0 | 32.3 | N/A | N/A |
| Female | 71 | 100.0 | 23.9 | 37.3 | 37.3 | 1.5 | 50.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 137 | 97.1 | 31.7 | 38.9 | 28.6 | 0.8 | 41.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 128 | 100.0 | 28.6 | 40.3 | 30.3 | 0.8 | 43.7 | N/A | N/A |
| Disabled | 14 | 71.4 | 60.0 | 30.0 | 10.0 | 0.0 | 20.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 142 | 97.2 | 31.0 | 39.5 | 28.7 | 0.8 | 41.9 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 142 | 97.2 | 31.0 | 39.5 | 28.7 | 0.8 | 41.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 129 | 96.9 | 32.5 | 40.2 | 27.4 | 0.0 | 38.5 | Yes | Yes |
| Full-pay meals | 13 | 100.0 | 16.7 | 33.3 | 41.7 | 8.3 | 75.0 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 142 | 97.9 | 32.3 | 47.7 | 18.5 | 1.5 | 32.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 71 | 98.6 | 35.4 | 50.8 | 12.3 | 1.5 | 23.1 | N/A | N/A |
| Female | 71 | 97.2 | 29.2 | 44.6 | 24.6 | 1.5 | 41.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 137 | 97.8 | 33.1 | 48.0 | 17.3 | 1.6 | 30.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 128 | 100.0 | 30.3 | 47.9 | 20.2 | 1.7 | 34.5 | N/A | N/A |
| Disabled | 14 | 78.6 | 54.5 | 45.5 | 0.0 | 0.0 | 9.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 142 | 97.9 | 32.3 | 47.7 | 18.5 | 1.5 | 32.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 142 | 97.9 | 32.3 | 47.7 | 18.5 | 1.5 | 32.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 129 | 97.7 | 33.9 | 47.5 | 17.8 | 0.8 | 31.4 | Yes | Yes |
| Full-pay meals | 13 | 100.0 | 16.7 | 50.0 | 25.0 | 8.3 | 41.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 142 | 100.0 | 66.2 | 30.8 | 3.0 | 0.0 | 3.0 |
| Gender | | | | | | | |
| Male | 71 | 100.0 | 71.2 | 25.8 | 3.0 | 0.0 | 3.0 |
| Female | 71 | 100.0 | 61.2 | 35.8 | 3.0 | 0.0 | 3.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 137 | 100.0 | 67.7 | 29.2 | 3.1 | 0.0 | 3.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 128 | 100.0 | 62.2 | 34.5 | 3.4 | 0.0 | 3.4 |
| Disabled | 14 | 100.0 | N/AV | N/AV | N/AV | N/AV | N/AV |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 142 | 100.0 | 66.2 | 30.8 | 3.0 | 0.0 | 3.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 142 | 100.0 | 66.2 | 30.8 | 3.0 | 0.0 | 3.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 129 | 100.0 | 67.8 | 28.9 | 3.3 | 0.0 | 3.3 |
| Full-pay meals | 13 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 142 | 100.0 | 54.1 | 36.1 | 7.5 | 2.3 | 9.8 |
| Gender | | | | | | | |
| Male | 71 | 100.0 | 59.1 | 33.3 | 6.1 | 1.5 | 7.6 |
| Female | 71 | 100.0 | 49.3 | 38.8 | 9.0 | 3.0 | 11.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 137 | 100.0 | 54.6 | 35.4 | 7.7 | 2.3 | 10.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 128 | 100.0 | 51.3 | 38.7 | 7.6 | 2.5 | 10.1 |
| Disabled | 14 | 100.0 | 78.6 | 14.3 | 7.1 | 0.0 | 7.1 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 142 | 100.0 | 54.1 | 36.1 | 7.5 | 2.3 | 9.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 142 | 100.0 | 54.1 | 36.1 | 7.5 | 2.3 | 9.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 129 | 100.0 | 56.2 | 34.7 | 6.6 | 2.5 | 9.1 |
| Full-pay meals | 13 | 100.0 | 33.3 | 50.0 | 16.7 | 0.0 | 16.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 39 | 100.0 | 9.1 | 42.4 | 48.5 | 0.0 | 48.5 |
| | 4 | 52 | 96.2 | 23.9 | 50.0 | 26.1 | 0.0 | 26.1 |
| | 5 | 59 | 100.0 | 40.0 | 41.8 | 18.2 | 0.0 | 18.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 46 | 100.0 | 16.7 | 42.9 | 38.1 | 2.4 | 40.5 |
| | 4 | 44 | 97.7 | 30.0 | 45.0 | 25.0 | 0.0 | 25.0 |
| | 5 | 52 | 94.2 | 44.7 | 31.9 | 23.4 | 0.0 | 23.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 39 | 100.0 | 18.2 | 60.6 | 18.2 | 3.0 | 21.2 |
| | 4 | 52 | 96.2 | 32.6 | 37.0 | 30.4 | 0.0 | 30.4 |
| | 5 | 59 | 100.0 | 41.8 | 34.5 | 20.0 | 3.6 | 23.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 46 | 97.8 | 26.8 | 58.5 | 14.6 | 0.0 | 14.6 |
| | 4 | 44 | 100.0 | 36.6 | 43.9 | 17.1 | 2.4 | 19.5 |
| | 5 | 52 | 96.2 | 33.3 | 41.7 | 22.9 | 2.1 | 25.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 39 | 100.0 | 42.4 | 51.5 | 6.1 | 0.0 | 6.1 |
| | 4 | 52 | 96.2 | 63.0 | 23.9 | 10.9 | 2.2 | 13.0 |
| | 5 | 59 | 100.0 | 70.9 | 20.0 | 7.3 | 1.8 | 9.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 46 | 100.0 | 66.7 | 31.0 | 2.4 | 0.0 | 2.4 |
| | 4 | 44 | 100.0 | 63.4 | 34.1 | 2.4 | 0.0 | 2.4 |
| | 5 | 52 | 100.0 | 68.0 | 28.0 | 4.0 | 0.0 | 4.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 39 | 100.0 | 33.3 | 36.4 | 24.2 | 6.1 | 30.3 |
| | 4 | 52 | 96.2 | 45.7 | 45.7 | 6.5 | 2.2 | 8.7 |
| | 5 | 59 | 100.0 | 63.6 | 29.1 | 5.5 | 1.8 | 7.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 46 | 100.0 | 50.0 | 42.9 | 7.1 | 0.0 | 7.1 |
| | 4 | 44 | 100.0 | 46.3 | 36.6 | 9.8 | 7.3 | 17.1 |
| | 5 | 52 | 100.0 | 64.0 | 30.0 | 6.0 | 0.0 | 6.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 389) | | | | |
| First graders who attended full-day kindergarten | 88.5% | No change | 100.0% | 100.0% |
| Retention rate | 1.0% | Down from 1.6% | 4.0% | 2.8% |
| Attendance rate | 97.0% | Up from 96.3% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 2.8% | Down from 4.7% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.1% | Down from 4.7% | 0.0% | 0.0% |
| Eligible for gifted and talented | 9.3% | Down from 15.4% | 3.8% | 10.4% |
| On academic plans | 0.0% | N/AV | 48.9% | 33.6% |
| On academic probation | 0.0% | N/AV | 2.2% | 1.0% |
| With disabilities other than speech | 2.6% | Up from 2.5% | 7.3% | 7.5% |
| Older than usual for grade | 0.9% | Up from 0.7% | 1.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 48.3% | Down from 59.4% | 51.8% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 3.4% | N/A | 5.2% | 2.4% |
| Teachers with emergency or provisional certificates | 4.2% | Up from 0.0% | 3.1% | 0.0% |
| Teachers returning from previous year | 81.9% | Down from 84.8% | 83.2% | 87.3% |
| Teacher attendance rate | 95.1% | Up from 94.5% | 94.6% | 94.9% |
| Average teacher salary | \$43,639 | Down 7.0% | \$41,445 | \$42,485 |
| Prof. development days/teacher | 20.1 days | Up from 14.5 days | 14.8 days | 13.3 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.7 to 1 | Up from 16.9 to 1 | 16.4 to 1 | 18.6 to 1 |
| Prime instructional time | 87.7% | Up from 86.3% | 88.2% | 89.7% |
| Dollars spent per pupil* | \$9,219 | Down 9.2% | \$7,752 | \$6,557 |
| Percent of expenditures for teacher salaries* | 67.9% | Up from 67.7% | 59.9% | 64.0% |
| Percent of expenditures for instruction* | 69.9% | | 68.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 94.9% | Down from 99.3% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | Up from Below Average | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 9.6% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have had a productive year at James J. Davis Elementary. Our level of student achievement and performance has increased. This year, we implemented new initiatives and those set forth by the district to ensure that we meet the needs of all students. Faculty, staff, parents and community stakeholders have been working hard to make sure that no child is left behind.

Our staff has been instrumental in implementing positive change throughout the school. Several unique programs have been put in place to ensure academic growth and student achievement. Some of the programs that define our school are Reading Recovery, South Carolina Reading First Initiative, and the Teacher Advancement Program. Strategies of Creative Curriculum were developed in grades pre-kindergarten and kindergarten, while grades 1-5 utilized a strong emphasis on mathematical concepts and process. Also, we have been utilizing the strategies from South Carolina Reading First, which places a strong literacy emphasis on early literacy in grades kindergarten through third. Our students are encouraged to participate in leadership activities such as Student Council, Character Club, Peer Mediators groups, and School Safety Patrol.

Staff and Professional development has also been a top priority at James J. Davis Elementary. Through our staff developments, we strived to maintain an instructional focus for every calendar day of the entire school year. Our school-wide initiatives have helped us improve more on student achievement and learning.

MAP (Measuring Academic Progress) assessment in conjunction with PACT, our state standardized assessment, has allowed us to better individualize instruction for our students. MAP is administered in the fall and spring to grades 2-5. Benchmark testing and the use of other formative assessments have allowed teachers to help close many of the achievement gaps that exist between high, middle, and low students. These forms of assessments are ongoing and require that teachers monitor and adjust instruction based on the needs of the students.

The South Carolina Reading First Initiative incorporates STAN 10 and Dominion assessments to measure academic growth in the primary grades. Parents are called to school for conferences and the students' test results are discussed and analyzed to determine strengths and weaknesses.

The community is committed to James J. Davis Elementary and has been a viable and integral resource for our students. We have recognized our parent and community volunteers during the school awards ceremonies and celebrations.

My primary goal is always based on three measures of success: student growth, student learning, and student achievement. With these measures of success in place, my staff and I will continue to work hard to develop our students into becoming productive, hardworking citizens.

Mr. Larkin Hancock, Jr. Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| Number of surveys returned | 25 | 50 | 32 |
| Percent satisfied with learning environment | 83.3% | 80.0% | 96.9% |
| Percent satisfied with social and physical environment | 87.5% | 81.6% | 93.5% |
| Percent satisfied with school-home relations | 92.0% | 90.0% | 93.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.